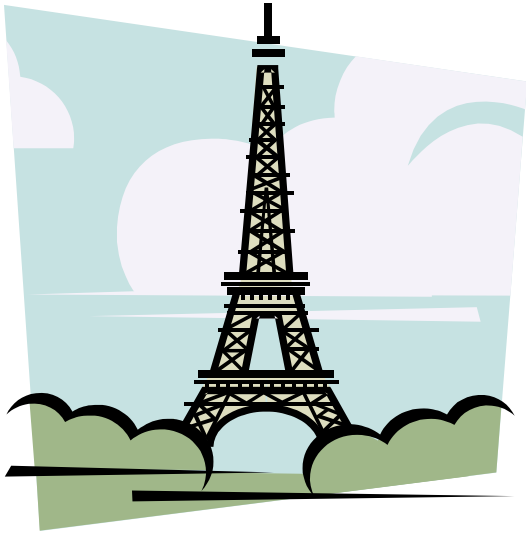


## COURSE OF STUDY

---

Idaho Department of Education



Foreign Language

Year One (9-12)

Performance-Based Assessment

---

Published by the Idaho Department of Education  
Spring 2004

Dr. Marilyn Howard  
State Superintendent of Public Instruction



IDAHO DEPARTMENT OF EDUCATION

# Foreign Language Assessment

---

Peggy J. Wenner, Ph.D.  
Specialist, Arts and Humanities  
Idaho Department of Education  
P.O. Box 83720  
Boise, ID 83720-0027  
Phone 208-332-6949 • Fax 208-334-4664  
Email: [pwenner@sde.state.id.us](mailto:pwenner@sde.state.id.us)

## *Assessment Contributors:*

<b>Name</b>	<b>School</b>	<b>District</b>
<b>Joyce Greenfield</b>	<b>Caldwell High School</b>	<b>Caldwell</b>
<b>Janel Johnson</b>	<b>Mineco High School</b>	<b>Rupert</b>
<b>Shiela Miller</b>	<b>Borah High School</b>	<b>Boise</b>
<b>Dr. Dennis Ohrtman</b>	<b>Lewiston High School</b>	<b>Lewiston</b>

# Table of Contents

Preface.....	i
Introduction .....	ii
<b>BLOCK 1: JUMPSTART .....</b>	<b>1</b>
<b>BLOCK 2: ALL ABOUT ME .....</b>	<b>7</b>
<b>BLOCK 3: MY SCHOOL .....</b>	<b>11</b>
<b>BLOCK 4: WHAT I LIKE AND DISLIKE ..</b>	<b>14</b>
<b>BLOCK 5: WHERE AND HOW I LIVE .....</b>	<b>19</b>
<b>BLOCK 6: WHAT I DO .....</b>	<b>23</b>
<b>SAMPLE FINAL YEAR ASSESSMENTS ...</b>	<b>26</b>
<b>APPENDIX: A .....</b>	<b>32</b>
Foreign Language Assessment Chart	
<b>APPENDIX: B .....</b>	<b>35</b>
Rubrics	

## Preface

The assessments for the Courses of Study in the Humanities (Interdisciplinary, Visual and Performing Arts, Foreign Language) are performance-based. Performance-based testing methods require that students demonstrate their competencies or knowledge by creating an answer or a product. Performance-based portfolios involve collecting a student's work over time that reflects his or her mastery of the Idaho Humanities Achievement Standards.

The assessment tools included in this booklet include both performance activities and portfolio items. It is understood that products or entire portfolio collections may include original, printed, or electronic materials. Items from the **Bank of Assessment Prompts** may be selected for an end-of-course summative test and as periodic evaluations of products and performances.

The **Bank of Assessment Prompts** should not be interpreted as a required objective test with a predetermined number of questions, or a specific test with a given time limit. The teacher should select the number of prompts according to the specific course and time allotted for testing. The teacher should also select prompts that represent all three Idaho Humanities Achievement Standards. The **Bank of Assessment Prompts** references specific standards (content knowledge and skills) covered within the teaching blocks of the given Course of Study. A sample of final year exams is included at the end of the **Bank of Assessment Prompts**.

The resource section includes examples of charts, illustrations, or references sources that may be used to administer the assessment prompts.

“ . . . an education for all human beings cannot succeed unless we have ways of ascertaining what has been understood and what has been mildly or fatally misconstrued. I envision a world citizenry that is highly literate, disciplined, capable of thinking critically and creatively, knowledgeable about a range of cultures, able to participate actively in discussions about new discoveries and choices, willing to take risks for what it believes in.” Howard Gardner *The Disciplined Mind*

## **Introduction**

### *Background*

In response to a need for curricular support, the Idaho State Department of Education gathered teams of exemplary educators from throughout the state to write courses of study related to all subject areas within Idaho’s Achievement Standards. A need arose to assess areas not tested statewide in a performance-based manner. Teachers involved in writing the courses of study for foreign language were asked to return and prepare an assessment based on the Idaho Humanities Achievement standards and the foreign language courses of study. The following assessments are recommended for use with those courses of study.

### *Purpose*

The Foreign Language Course of Study covers content knowledge and skills in the areas of Historical/Cultural Contexts, Critical Thinking, and Performance as these areas relate to foreign language studies. This document provides a framework to assist teachers in foreign language assessment as they prepare their students to meet Idaho’s Humanities Achievement Standards.

Peggy J. Wenner, Ph.D.  
January, 2004

## **Jumpstart**

**T**he student will demonstrate understanding that language is connected to people, to geographic regions, and to history.

**Performance Objective #1:** Know and locate the country/countries in which the target language is spoken.

### **Bank of Assessment Prompts:**

#### **Reading Component:**

- Read and identify on a map the country/countries where the target language is spoken.
- From a list of cities, countries, rivers, and mountains, write the names of the key geographical features on an outline map of the target language country/countries.

#### **Writing Component:**

- From memory, in the target language, outline on a map the names of the country/countries, capitals, and/or specific geographical features.

#### **Listening Component:**

- On an outline map, locate the country or geographical feature as dictated by the teacher.

#### **Performance Portfolio:**

- Given an outline map, draw and label, from memory, the geographical features of the target country/countries.
- In the target language, point to and say the names of specific geographical features.

<b>Humanities Standards:</b> 989.01a, 989.03a,b, 991.02b, 993.02,c,d	<b>Rubric</b> Information-based
--	------------------------------------

**Performance Objective #2:** Recognize in the target language cognates and other words similar to English.

### **Bank of Assessment Prompts:**

#### **Reading Component:**

- Recognize and understand English words derived from the target language. i.e., Dentification—from the French *dent* and the Spanish *diente*, (tooth)
- Select the cognate from sentences written in the target language.
- Circle the cognates in a given selection.

#### **Writing Component:**

- Selecting words from a list of cognates, create sentences in the target language.

#### **Listening Component:**

- List the cognates recognized from a listening selection.

#### **Performance Portfolio:**

- Read aloud a list of cognates from the target language, identifying meanings.
- Explain the etymology of a cognate or another word derived from the target language.



<b>Humanities Standards</b> 989.01a,b, 989.02b, 991.01a,b, 993.02a	<b>Rubric</b> Skill- or Process-based
---	--

**Performance Objective #3:** Use essential idioms and vocabulary as appropriate to the target language.

**Bank of Assessment Prompts:**

**Reading Component:**

- From multiple choices, select an appropriate translation for idioms, which are included in a written prompt.
- Select the English idiom to match the target language idiom (i.e., The Spanish phrase “*Toma el pelo*” says literally , “to pull one’s hair,” but means “to joke,” as expressed by the English idiom “to pull one’s leg”).

**Listening Component:**

- Listen to a conversation and from multiple choices, select the correct meaning for idioms, which are included in the prompt.

**Writing Component:**

- Give the literal and the figurative translation of high frequency idioms.

**Performance Portfolio:**

- Illustrate favorite idioms on a chart or PowerPoint.

<b>Humanities Standards</b> 989.02b, 993.01a,b,d, 993.02a,d	<b>Rubric</b> Information-based Communicates Effectively in Oral Form
--	---

**Performance Objective #4:** Demonstrate essential pronunciation and intonation.

**Bank of Assessment Prompts:**

**Reading Component:**

- Read similar-looking word pairs to determine whether the words are pronounced identically, or differently, i.e. (French) *me/mes, quel/quelle*

**Listening Component:**

- Write words or phrases dictated by the teacher.
- Identify utterances as questions, negative or positive statements, or commands.
- Hearing a similar word pair, determine if the vowel or consonant sounds are identical or different.

**Performance Portfolio:**

- Record student-created dialogues.
- Record and read aloud a selected passage or vocabulary list.

Humanities Standards	Rubric
989.03d, 993.01b,c,d, 993.02a,d,e	Communicates Effectively in Oral Form

**Performance Objective #5:** Recognize and construct essential written patterns.

**Bank of Assessment Prompts:****Reading Component:**

- From multiple choices, match the correct written answer to a written question.

**Writing Component:**

- Given the answer, write the question that solicits that answer.
- Given all the components of a good sentence, arrange them in correct word order.

**Speaking Component:**

- Respond orally to picture and/or written prompts.

### **Performance Portfolio:**

- Expand a basic sentence; i.e., add an appropriate adjective, prepositional phrase, direct object, indirect object, or adverb.

<b>Humanities Standards</b> 991.02a,b, 993.01b, 993.02e	<b>Rubric</b> Communicates Effectively in Written Form Information-Based Topics
--	---

**Performance Objective #6:** Recognize and produce greetings and farewells.

### **Bank of Assessment Prompts:**

#### **Reading Component:**

- From multiple choices, appropriately complete a cloze reading.

#### **Writing Component:**

- Complete a written dialogue.
- Write a dialogue.

#### **Listening Component:**

- Listen to a passage and a choice of rejoinders; choose the rejoinder that most appropriately responds to the passage.

#### **Speaking Component:**

- Respond appropriately to a greeting or farewell.

### **Performance Portfolio:**

- Create a dialogue using target phrases/vocabulary.

<b>Humanities Standards</b> 989.02a,c, 993.02a,e	<b>Rubric</b> Communicates Effectively in Oral Form
---	--

**Performance Objective #7:** Understand some beliefs of the target culture.

## **Bank of Assessment Prompts:**

### **Reading Component:**

- Read a description of a belief or practice of the target culture and answer written questions.

### **Writing Component:**

- Describe a target language cultural belief and custom.

### **Speaking Component:**

- Prepare an oral report contrasting one belief from the target culture with one from the U.S.
- Express happy birthday orally.
- Express congratulations orally.

### **Performance Portfolio:**

- Design and create a poster representing a belief of the target culture. Include a caption and an illustration

<b>Humanities Standards</b> 989.03a,b,c,d	<b>Rubric</b> Information-Based Topics
--	---

## **All About Me**

**T**he student will demonstrate an understanding of basic language acquisition through personal conversation.

**Performance Objective #1:** Ask and answer simple questions about one's self.

### **Bank of Assessment Prompts**

#### **Reading Component:**

- From a bank of phrases about one's self, create a coherent paragraph.
- Read mini-dialogues and choose the correct answer to comprehension questions.
- Draw and color figures from written descriptions.

#### **Writing Component:**

- Fill out a form that asks for physical characteristics of the reader.
- Complete cloze questions with the appropriate interrogatives.

#### **Speaking Component:**

- Using picture prompts drawn to represent personal information, recite age, name, hair color, etc.

#### **Listening Component:**

- Draw and color figures in response to dictated prompts.
- Listen to a description and select a matching picture.

### **Performance Portfolio:**

- Create and record group or partner dialogues using questions and answers about one's self and others.

<b>Humanities Standards</b> 989.02c, 991.01a, 993.02a, 993.03a	<b>Rubric</b> Communicate Effectively in Oral Form
---	---

**Performance Objective #2:** Ask and answer simple questions about family members.

### **Bank of Assessment Prompts**

#### **Reading Component:**

- Read a story about a teenager's family and answer multiple-choice questions relating to it.
- Interpret a family tree and answer questions concerning/identifying family relationships.

#### **Writing Component:**

- Write a description of immediate or imaginary family.

#### **Listening Component:**

- Listen to a family description, responding orally to questions.
- Draw a family tree and color the members of the family as described by an oral prompt.

#### **Speaking Component:**

- Describe one's family orally.

#### **Performance Portfolio:**

- Create a family album with descriptions, photographs, and captions.

<b>Humanities Standards</b> 989.02a,c, 993.01e, 993.02b, 993.03a	<b>Rubric</b> Communicate Effectively in Oral Form
---	---

**Performance Objective #3:** Ask and answer simple questions about friends and acquaintances.

**Bank of Assessment Prompts:**

**Reading Component:**

- Read a story about teenagers and friends and answer multiple-choice questions.

**Writing Component:**

- Write a description of a best friend.
- Complete a cloze description of friends using words from a given list.

**Listening Component:**

- Listen to a description of a teenager and friends and choose the person being described from multiple pictures.

**Performance Portfolio:**

- Write a description of an imaginary or best friend.
- Create and record conversations with classmates, asking and answering questions about friends.
- Conduct and record an interview with a classmate about friends.

<b>Humanities Standards</b> 989.02a,c, 989.03b, 993.02a	<b>Rubric</b> Communicate Effectively in Oral Form
--	---

**Performance Objective #4:** Solicit and offer information in formal and informal situations.

**Bank of Assessment Prompts**

**Reading Component:**

- Read conversations between friends, business acquaintances, and teacher and student. Identify whether or not the correct forms of address have been used.

**Writing Component:**

- Fill out forms for a hotel registration, credit card or a job application.

**Listening Component:**

- Listen to conversations from a variety of situations and assess whether the correct forms of address and politeness have been used.

**Speaking Component:**

- Introduce orally a variety of people in different situations.

**Performance Portfolio:**

- Write and conduct interviews with students and teacher.

<b>Humanities Standards</b> 989.02b, 989.03b,c,d, 993.01b,c,d	<b>Rubric</b> Communicate Effectively in Oral Form
--	---



## **My School**

**U**nderstand ways of communicating in the target language through means of a school setting.

**Performance Objective #1:** Describe the school environment (school, classroom materials, etc.).

### **Bank of Assessment Prompts:**

#### **Reading Component:**

- From a list, identify classroom objects on an illustration.
- Read a classroom description and draw a picture of it.

#### **Writing Component:**

- Describe the ideal classroom, including setting, materials, technology.
- Create a school-supply shopping list.

#### **Listening Component:**

- Draw a classroom from an oral description.

#### **Speaking Component:**

- With a partner, create a school-supply shopping skit.

#### **Performance Portfolio:**

- Draw and label a blueprint design of the school or classroom including furnishings.

<b>Humanities Standards</b> 989.02c, 989.03b, 993.01e, 993.02a,e, 993.03a	<b>Rubric</b> Communicate Effectively in Oral Form
---	---

**Performance Objective #2:** Discuss daily and weekly school schedules.

**Bank of Assessment Prompts:**

**Reading Component:**

- Read a description of target culture's typical school schedule and answer comprehension questions.

**Writing Component:**

- Rewrite the student's schedule as it might appear in the target culture.
- Write out a school schedule.
- List schedule of classes from favorite to least favorite.

**Speaking Component;**

- Interview a classmate about class schedule.

**Performance Portfolio:**

- Describe one's favorite class.

<b>Humanities Standards</b> 989.02c, 989.03b, 991.01a,b, 991.02a, 991.03a, 993.01b,c, 993.02a,b,d,e, 993.03a	<b>Rubric</b> Communicate Effectively in Oral Form Information-Based Topics
---	---

**Performance Objective #3:** Be familiar with the educational system(s) of target culture.

**Bank of Assessment Prompts:**

### **Reading Component:**

- Read a list of characteristics of the school systems of the target culture and the U.S. system. Sort the characteristics into two contrasting lists according to which system they belong.

### **Writing Component:**

- Complete a cloze description of target school system using words from a provided list, i.e., grade level, level of school, classes.

### **Listening Component:**

- Listen to student conversations about school and answer questions about the school year, classes, and teachers.

### **Speaking Component:**

- Characterize some of the components of the target language school system as desirable or undesirable in the student's opinion.

### **Performance Portfolio:**

- Write a report in English about the target culture's education system.

<b>Humanities Standards</b> 989.01a, 989.02c, 989.03b,c 993.02c,e	<b>Rubric</b> Information-Based Topics Comparing and Contrasting
--	--

## **What I Like and Dislike**

**U**nderstand that language study requires the ability to express opinions through using specific grammatical constructions and idiomatic expressions.

**Performance Objective #1:** Express opinions about everyday activities.

### **Bank of Assessment Prompts:**

#### **Reading Component:**

- Read brief profiles of young people and chart/graph likes and dislikes.

#### **Writing Component:**

- Complete a schedule of daily activities and rank them according to preference.

#### **Listening Component:**

- Listen to and/or watch a video conversation with students discussing their daily life, and express agreement or disagreement with feelings and opinions.

#### **Speaking Component:**

- Describe your favorite class.

#### **Performance Portfolio:**

- Select topics of interest, interview classmates, and make a graph of responses.

<b>Humanities Standards</b> 989.01b, 989.03c, 991.01a, 991.02a, 993.01a,b,c,d,e, 993.02a,b,e, 993.03a	<b>Rubric</b> Communicate Effectively in Oral Form
---	---

**Performance Objective #2:** Express opinions about clothing.

**Bank of Assessment Prompts:**

**Reading Component:**

- Read clothing descriptions and express why or why not student would wear that particular item.

**Writing Component:**

- Write a description of teacher's or student's attire as it might appear in a catalogue or magazine.

**Listening Component:**

- Listen to fashion descriptions from period paintings and match those to pictures.

**Speaking Component:**

- Describe what another classmate is wearing.

**Performance Portfolio:**

- Write a script for a class fashion show.
- Draw and describe a futuristic or ideal wardrobe.

<b>Humanities Standards</b> 989.01a,b, 989.03c, 991.01a, 991.02a, 993.01a,b,c,d,e, 993.02a,b,e, 993.03a	<b>Rubric</b> Communicate Effectively in Oral Form Comparing and Contrasting
---	--

**Performance Objective #3:** Request and use information while shopping.

**Bank of Assessment Prompts:**

**Reading Component:**

- Read a store directory, and indicate where certain items can be found.

**Writing Component:**

- Identify designated areas of a department store and create a store directory.

**Listening Component:**

- Listen to store announcements, and indicate/identify which department or area of store is mentioned.
- Listen to conversations and identify the speakers' opinions.

**Speaking Component:**

- Look at a picture, and share opinions about the clothing.

**Performance Portfolio:**

- Compare pictures of outfits, and express why or why not the outfit would be worn at school.

<b>Humanities Standards</b> 989.01b, 989.03b,c, 991.02a,b, 993.01a	<b>Rubric</b> Communicate Effectively in Oral Form
---	---

**Performance Objective #4:** Express opinions about school and school subjects.

**Bank of Assessment Prompts:**

**Reading Component:**

- Read a conversation between two students, and interpret their opinions about school and school subjects. Answer comprehension questions.

**Writing Component:**

- Complete a survey about school and school subjects.

### **Listening Component:**

- Listen to a tape or watch a video of students talking about a school day and classes. Write a “yes” or “no” answer to oral questions about the recording.

### **Speaking Component:**

- Pick a favorite class and defend the choice.

### **Performance Portfolio:**

- Create and conduct a survey concerning classmates’ opinions or feelings about school and classes.

<b>Humanities Standards</b> 989.01b, 989.03b,c, 991.02a,b, 993.01b,c	<b>Rubric</b> Communicate Effectively in Oral Form
--	---

**Performance Objective #5:** Express opinions about food and drink, and engage in proper restaurant behavior.

### **Bank of Assessment Prompts:**

#### **Reading Component:**

- Read a menu and answer questions about foods listed and prices.

#### **Writing Component:**

- Describe your favorite meal.

#### **Listening Component:**

- Listen to a dialogue set in a restaurant and circle pictures of the foods ordered.

#### **Speaking Component:**

- Order lunch from a target language menu.

#### **Performance Portfolio:**

- With a partner, create, perform, and record a skit where a food order is taken.

- Create a culturally appropriate menu in the target language.

<b>Humanities Standards</b> 989.01b, 989.03b,c, 991.02a,b	<b>Rubric</b> Communicate Effectively in Oral Form Information-Based Topics
--	---



## **Where and How I Live**

**U**nderstand the cultural and historical aspects related to where one lives.

**Performance Objective #1:** Describe and ask where people live.

### **Bank of Assessment Prompts:**

#### **Reading Component:**

- Read a description of a typical town. List details from the description that contrast with the student's town.
- Read directions and find the specific site on a map.

#### **Writing Component:**

- Write a brief description of one's home town.

#### **Listening Component:**

- Listen to directions and follow someone's route on a map.

#### **Speaking Component:**

- Give instructions to a classmate on how to get to his/her home from school.
- Recite one's home address.

#### **Performance Portfolio:**

- Write directions on how to get home from school, and create accompanying map using real street names.

<b>Humanities Standards</b> 989.02a, 989.03a,c, 991.02a, 993.01e, 993.02a,d,e	<b>Rubric</b> Communicate Effectively in Oral Form
---	---

**Performance Objective #2:** Give basic description of one's home and activities performed there.

**Bank of Assessment Prompts:**

**Reading Component:**

- Read a description of a home, and answer multiple-choice questions.
- Read a description, and draw a picture of a home.

**Writing Component:**

- Label rooms of a home.

**Listening Component:**

- Listen to a description of a home, and draw an illustration.

**Speaking Component:**

- Describe a picture of a home.

**Performance Portfolio:**

- Write a letter to a pen pal that describes one's home.
- Create a dream house, and label the rooms and items in those rooms.

<b>Humanities Standards</b> 989.02a,c, 989.03c, 991.01a, 991.02a,b, 991.03a, 993.01a,b, 993.02a,c,e	<b>Rubric</b> Communicate Effectively in Oral Form
---	---

**Performance Objective #3:** Solicit, follow, and give simple directions to move from point A to point B.

## **Bank of Assessment Prompts:**

### **Reading Component:**

- Read directions and trace a route to a specific location on a map of a target culture.

### **Writing Component:**

- Describe in writing how to get from one location to another.

### **Listening Component:**

- Follow directions to a mystery location on a map, and identify the final destination.

### **Speaking Component:**

- Give oral instructions on how to get from one place on a map to another place.

### **Performance Portfolio:**

- Create instructions (including a map) from a specified hotel in a target culture city on how to get to the airport.

<b>Humanities Standards</b> 989.01a, 989.02a,b,c, 989.03a,c,d, 991.02a,b, 993.01a,c, 993.02a	<b>Rubric</b> Communicate Effectively in Oral Form
--	---

**Performance Objective #4:** Become familiar with available modes of transportation at home and abroad.

## **Bank of Assessment Prompts:**

### **Reading Component:**

- Read a train schedule, and answer multiple-choice questions.

### **Writing Component:**

- Write an itinerary for a tour of a large, target-language city, using as many different modes of transportation as possible.

### **Listening Component:**

- Listen to announcements and identify when a particular flight, train, or bus is leaving or arriving.

### **Speaking Component:**

- Ask when a bus is leaving and where to wait for it.

### **Performance Portfolio:**

- Create a description of modes of transportation for a tourist information booth.

<b>Humanities Standards</b> 991.01a, 991.02a,b, 993.01a,d, 993.02a,b, 993.03a	<b>Rubric</b> Information-Based Topics
---	---

## **What I Do**

**U**nderstand basic responsibilities of young people and adults in a culture.

**Performance Objective #1:** Become familiar with age-appropriate responsibilities at home and abroad.

### **Bank of Assessment Prompts:**

#### **Reading Component:**

- Read a description of a typical day of a teen in the target culture, and complete a comparison/contrast chart with a U.S. teen.

#### **Writing Component:**

- Describe the home and school responsibilities of a teen in the target culture.

#### **Listening Component:**

- Listen to a teen describe his/her day. Then listen to a question and several possible answers. Select the best answer.

#### **Speaking Component:**

- Describe one's responsibilities at school and home.

#### **Performance Portfolio:**

Create a chart of weekly responsibilities and chores in the home and who does them.

<b>Humanities Standards</b> 989.03a,b,c,d, 991.03a, 993.01d	<b>Rubric</b> Information-Based Topics Comparing and Contrasting
--	--

**Performance Objective #2:** Be familiar with age appropriate free-time activities at home and abroad.

**Bank of Assessment Prompts:**

**Reading Component:**

- Read a description of teen’s weekend activities, and complete a chart of times and activities.

**Writing Component:**

- Describe a favorite free time activity.

**Listening Component:**

- Listen to young people discussing free-time plans, and select from a group of pictures all the activities they plan to do.

**Speaking Component:**

- Survey classmates on free-time activities.

**Performance Portfolio:**

- Create a poster contrasting differences of free-time activities between U.S. teens and target culture teens.

<b>Humanities Standards</b> 989.01b, 989.02b, 993.02a,b	<b>Rubric</b> Information-Based Topics Comparing and Contrasting
--	--

**Performance Objective #3:** Be familiar with privileges and obligations of young people at home and abroad.

## **Bank of Assessment Prompts:**

### **Writing Component:**

- From memory, list a number of volunteer organizations in the United States and their target-language counterparts.

### **Listening Component:**

- As the test administrator reads from a list of rights, privileges, and obligations, designate each item as representative either of America or the target culture/cultures, or both.

### **Speaking Component:**

- Describe a value from the target culture and express agreement or disagreement with that value.

### **Performance Portfolio:**

- Video or tape record an interview with a native speaker of the target language pertaining to rights, privileges, and obligations of young people at home and abroad.

<b>Humanities Standards</b> 989.02a, 989.03b, 991.02a	<b>Rubric</b> Information-Based Topics Comparing and Contrasting
--	--

## FOREIGN LANGUAGE

### SAMPLE END OF COURSE 60 Minute ASSESSMENT

By selecting from the bank of assessment prompts, the following sixty-minute assessment can be devised for a Foreign Language End of Course Assessment:

#### Reading Component:

Humanities Standard Assessed	Time Allotted	Description of Activity	Rubric for Assessment *
993 Communicate in the humanities disciplines through acquisition, application, and creative expression.	10 minutes	Read a short set of directions and trace a route to a specific location on a map of a target culture.	Skill- or Process-Based Topics

#### Writing Component:

Humanities Standard Assessed	Time Allotted	Description of Activity	Rubric for Assessment
993 Communicate in the humanities disciplines through acquisition, application, and creative expression.	30 minutes	From a bank of phrases about one's self, one's family, and one's school, select one bank of phrases and write a coherent paragraph, using knowledge and concepts essential to the language being studied.	Skill- or Process-Based Topics  Communicates Effectively in Written Form

#### Listening Component:

Humanities Standard Assessed	Time Allotted	Description of Activity	Rubric for Assessment
989 Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among	10 minutes	Listen to short conversations from a variety of cultural situations; indicate orally whether the correct forms of address and politeness have been used in each	Communicate Effectively in Oral Form



various cultures.		situation.	
-------------------	--	------------	--

**Performance Portfolio:**

<b>Humanities Standard Assessed</b>	<b>Time Allotted</b>	<b>Description of Activity</b>	<b>Rubric for Assessment</b>
991 Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	10 minutes	Present an original project that compares/contrasts appropriate school dress in one country of the target language, using authentic materials and resources.	Information-Based Topics  Comparing and Contrasting

## FOREIGN LANGUAGE

### SAMPLE END OF COURSE 90 Minute ASSESSMENT

By selecting from the bank of assessment prompts, the following ninety-minute assessment can be devised for a Foreign Language End of Course Assessment:

#### Reading Component:

Humanities Standard Assessed	Time Allotted	Description of Activity	Rubric for Assessment
993 Communicate in the humanities disciplines through acquisition, application, and creative expression.	20 minutes	Read a series of two mini-dialogues about one's family, choose the correct answer to comprehension questions.	Information-Based Topics  Skill- or Process-Based Topics

#### Writing Component:

Humanities Standard Assessed	Time Allotted	Description of Activity	Rubric for Assessment
993 Communicate in the humanities disciplines through acquisition, application, and creative expression.	30 minutes	Rewrite the student's schedule as it might appear in the target culture. Write out a school schedule (including extra-curricular activities). List the schedule of classes from favorite to least favorite.	Information-Based Topics  Communicates Effectively in Written Form

#### Listening Component:

Humanities Standard Assessed	Time Allotted	Description of Activity	Rubric for Assessment
989 Demonstrate an	25 minutes	Listen to a recording of young people in	Information-Based Topics

understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.		the language of study discussing their favorite free time activities. Select from a group of pictures all the activities they plan to do.	
---	--	---	--

**Performance Portfolio:**

<b>Humanities Standard Assessed</b>	<b>Time Allotted</b>	<b>Description of Activity</b>	<b>Rubric for Assessment</b>
991 Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	15 minutes	Video or tape record an interview with a native speaker of the target language pertaining to rights, privileges, and obligations of young people at home and abroad. Present the interview to the class.	Information-Based Topics  Communicates Effectively in Oral Form

# FOREIGN LANGUAGE

## SAMPLE END OF COURSE 120 Minute ASSESSMENT

By selecting from the bank of assessment prompts, the following one hundred twenty-minute assessment can be devised for a Foreign Language End of Course Assessment:

### Reading Component:

Humanities Standard Assessed	Time Allotted	Description of Activity	Rubric for Assessment
991 Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	30 minutes	Recognize English words derived from the target language. Select the cognate from sentences written in the target language. Circle the cognates in a given selection.	Skill-or Process-Based

### Writing Component:

Humanities Standard Assessed	Time Allotted	Description of Activity	Rubric for Assessment
993 Communicate in the humanities disciplines through acquisition, application, and creative expression.	45 minutes	Given a writing prompt and a series of twenty required vocabulary words, compose an essay describing one's favorite foods, and meals that are unique to a country of the target language.	Information-Based Topics  Communicates Effectively in Written Form

### Listening Component:

Humanities Standard Assessed	Time Allotted	Description of Activity	Rubric for Assessment
993 Communicate in the humanities disciplines through acquisition,	30 minutes	Listen to a tour guide's description of a town. Listen to the guide's directions on how to return to a	Skill-or Process-Based Topics  Information-Based Topics

application, and creative expression		specific location and trace that route on a map of the town.	
--------------------------------------	--	--	--

**Performance Portfolio:**

<b>Humanities Standard Assessed</b>	<b>Time Allotted</b>	<b>Description of Activity</b>	<b>Rubric for Assessment</b>
989 Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.	15 minutes	Present a previously created menu in the language of study. Explain the choices of food on the menu, the illustrations or graphics, and the costs of each item, using the correct currency.	Information-Based Topics  Communicates Effectively in Oral Form

## APPENDIX A

### Foreign Language Assessment Chart

FOREIGN LANGUAGE STANDARDS PERFORMANCE INDICATORS	A Required Common Task	B1 Student Choice Written Element	B2 Student Choice Portfolio Element	B3 Blocks Covering Content Knowledge
Check-Off Chart				
Standard One (989.01): Historical and Cultural Contexts of Foreign Language Study				
a. Identify historical events related to the language(s) being studied.				1, 3, 4, 5
b. Identify and categorize expressions used historically and idiomatically.				1, 3, 4, 6
Standard One (989.02): Interrelationships among Language Study and the Humanities				
a. Identify basic cultural and traditional relationships within the target language.				1, 2, 3, 5, 6
b. Examine and critique the use of the target language in the arts and humanities disciplines.				1, 2, 5, 6
c. Compare and contrast linguistic, cultural, and traditional relationships.				1, 2, 3, 5
Standard One (989.03): Interrelationships between Cultures and Related Languages				
a. Identify regional differences within the language and culture(s) being studied.				1, 5, 6,
b. Outline cultural beliefs of people in the target language.				1, 2, 3, 4, 6
c. Identify patterns and behaviors and their interaction in various settings in the target language.				2. 3. 4. 5. 6
d. Recognize and compare contributions of native cultures to				1, 2, 5, 6,

the target language.				
<b>Standard Two (991.01): Analysis of Language</b>				
a. Identify and compare perspectives and diversity of the culture(s) being studied, using authentic materials and resources.				1. 2. 3. 4. 5
b. Analyze the influence of the language being studied on other languages and cultures.				1, 3
<b>Standard Two (991.02): Reasoned Dialogue about Language</b>				
a. Compare and contrast local culture with the one(s) being studied, using authentic materials and resources.				1, 3, 4, 5, 6
b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.				1, 4, 5
<b>Standard Two (991.03): Philosophical, Aesthetic, or Ethical Arts Issues</b>				
a. Evaluate a cultural concept of idea within the language of study.				3,6
<b>Standard Three (993.01): Concepts Essential to Foreign Language Study</b>				
a. Recognize nonverbal cues and body language typically used in a target culture.				1, 4, 5
b. Recognize and produce common phrase groupings and voice inflections.				1, 2, 3, 4, 5
c. Recognize the conventions and styles of language appropriate to different ages and social groups.				1, 2, 3, 4, 5
d. Use appropriate cultural responses in diverse exchanges.				1, 2, 4, 6
e. Recognize and provide examples of how an idea may be expressed in multiple ways in the target language.				2, 3, 4, 5
<b>Standard Three (993.02): Communicate in Foreign Language through Application of Language Skills</b>				
a. Engage in dialogue using vocabulary and structures in everyday situations.				1, 2, 3, 4, 5, 6
b. Use target language to express one's point-of-view through the exchange of personal feelings and ideas with members of the target culture.				2, 3, 4, 6

c. Create community awareness of a culture through a foreign language.				1, 3, 5
d. Use appropriate language to exchange information about national and international topics.				1, 3, 5
e. Write in the target language in a variety of forms.				1, 3, 4, 5
Standard Three (993.03): Communicate in Foreign Language through Creative Expression				
a. Express preferences, desires, opinions, and feelings in the language being studied.				2, 3, 4, 5
b. React to current issues in the target language.				3



## **APPENDIX B**

### **Rubrics**

#### **Information-Based Topics**

- 4 The student has a complete and detailed understanding of the information important to the topic.
- 3 The student has a complete understanding of the information important to the topic but not in great detail.
- 2 The student has an incomplete understanding of the topic and/or misconceptions about some of the information. However, the student maintains a basic understanding of the topic.
- 1 The student's understanding of the topic is so incomplete or has so many misconceptions that the student cannot be said to understand the topic.
- 0 No judgment can be made.

#### **Skill- or Process-Based Topics**

- 4 The student can perform the skills or process important to the topic with no significant errors and with fluency. Additionally, the student understands the key features of the skill process.
- 3 The student can perform the skill or process important to the topic without making significant errors.
- 2 The student makes some significant errors when performing the skill or process important to the topic but still accomplishes a rough approximation of the skill or process.
- 1 The student makes so many errors in performing the skill or process important to the topic that he or she cannot actually perform the skill or process.
- 0 No judgment can be made.

#### **Thinking and Reasoning Skills**

## **Comparing and Contrasting**

- 4 The student includes all important characteristics on which the items should be compared or contrasted.
- 3 The student includes the most important but not all characteristics on which the items should be compared or contrasted.
- 2 The student excludes some critical elements on which the items should be compared or contrasted.
- 1 The student uses trivial elements to compare or contrast the items.
- 0 No judgment can be made.

## **Analyzing Relationships**

- 4 The student identifies the main (superordinate) pattern running through the information along with all minor (subordinate) patterns.
- 3 The student identifies the main (superordinate) pattern running through the information.
- 2 The student addresses some of the features of the main (superordinate) pattern running through the information but excludes some critical aspects.
- 1 The student does not address the main (superordinate) pattern running through the information.
- 0 No judgment can be made.

## **Classifying**

- 4 The student organizes the items into meaningful categories and describes the defining characteristics of each category.
- 3 The student organizes the items into meaningful categories but does not thoroughly describe the defining characteristics of the categories.
- 2 The student organizes the items into categories that are not very meaningful but address some of the important characteristics of the items.
- 1 The student organizes the items into categories that are illogical or trivial.

- 0 No judgment can be made.

### **Argumentation**

- 4 The student provides a well-articulated and detailed argument containing no errors in logic.
- 3 The student provides a well-articulated but not detailed argument containing no errors in logic.
- 2 The student provides an argument that makes a point but is not well articulated or contains some significant errors in logic.
- 1 The student's argument makes no clear point or has so many errors in logic that it is invalid.
- 0 No judgment can be made.

### **Induction**

- 4 The student constructs a valid generalization and clearly articulates the logic of this generalization based on the specifics that have been identified.
- 3 The student constructs a valid generalization but does not clearly articulate the logic underlying that generalization.
- 2 The student constructs a generalization that has some relationship to the specifics that have been identified; however, the specifics do not totally support the generalization.
- 1 The student does not construct a generalization or constructs one that is not at all supported by the specifics.
- 0 No judgment can be made.

### **Deduction**

- 4 The student generates a valid prediction or conclusion and accurately articulates the relationship between the prediction or conclusion and the principal or premise that was used.

- 3 The student generated a valid prediction or conclusion and accurately articulated the relationship between the prediction or conclusion and the principle or premise that was used.
- 2 The student generates a prediction or conclusion that is only partially supported by the premise or rule that was used.
- 1 The student does not generate a prediction or conclusion or generates one that is not at all supported by the premise or rule that was used.
- 0 No judgment can be made.

### **Experimental Inquiry**

- 4 The student designs and conducts an experiment that adequately tests a well-articulated hypothesis.
- 3 The student designs and conducts an experiment that adequately tests a well-articulated hypotheses but does not completely explain the results in light of the hypothesis
- 2 The student designs and conducts an experiment that is related but does not adequately test the hypothesis.
- 1 The student does not design and conduct an experiment or designs on that has no relationship to the hypothesis.
- 0 No judgment can be made.

### **Investigation**

- 4 The student thoroughly and accurately identifies what is known about the subject of the investigation and presents a well-articulated solution to the confusions or contradictions associated with the situation.
- 3 That student thoroughly and accurately identifies what is known about the subject of the investigation but does not fully address the confusions or contradictions associated with the situation.
- 2 The student presents a partial description of what is known about the subject of the investigation.
- 1 The student's description of what is known about the subject of the investigation is severely flawed.

- 0 No judgment can be made.

### **Problem Solving**

- 4 The student selects the solution that is the most effective for overcoming the obstacle or constraint and accurately explains why it is the most effective of the possible solutions.
- 3 The student selects the solution that is the most effective for overcoming the obstacle or constraint but does not completely explain why it is the most effective of the possible solutions.
- 2 The student selects a solution that overcomes the obstacle or constraint but is not the most effective solution given the options.
- 1 The student selects a solution that does not overcome the obstacle or constraint.
- 0 No judgment can be made.

### **Decision Making**

- 4 The student uses relevant criteria to select the more appropriate option. The student explains why the option selected is the most appropriate.
- 3 The student uses relevant criteria to select the most appropriate option but does not completely explain why the option selected is the most appropriate.
- 2 The student uses criteria that are related to the situation but not the most relevant, or the student selects an option that is not the most appropriate given the criteria.
- 1 The student uses criteria that are unrelated to the situation.
- 0 No judgment can be made.

### **Communication Skills**

#### **Communicates Effectively in Written Form**

- 4 The student uses all necessary conventions of writing without error. Additionally, includes some conventions that are not essential to the communication but add to the overall quality of the communication.

- 3 The student uses all necessary conventions of writing without error.
- 2 The student does not use some required conventions of writing or demonstrates errors in the use of some conventions. The communication demonstrates an attempt at using the necessary conventions of writing but has significant errors or omissions.
- 1 The communication demonstrates little or no attention to the use of necessary conventions of writing.
- 0 No judgment can be made.

### **Communicates Effectively in Oral Form**

- 4 The student uses all necessary conventions of speaking without error. Additionally, includes some conventions that are not essential to the communication but add to the overall quality of the communication.
- 3 The student uses all necessary conventions of speaking without error.
- 2 The student does not use some required conventions of speaking or demonstrates errors in the use of some conventions. The communication demonstrates an attempt at using the necessary conventions of speaking but has significant errors or omissions.
- 1 The communication demonstrates little or no attention to the use of the necessary conventions of speaking.
- 0 No judgment can be made.

### **Communicates Effectively in a Medium Other Than Writing or Speaking**

- 4 The student uses all necessary conventions of the medium without error. Additionally, includes some conventions that are not essential to the communication but to the overall quality of the communication.
- 3 The student uses all necessary conventions of the medium without error.
- 2 The student does not use some required conventions of the medium or demonstrates errors in the use of some conventions. The communication demonstrates an attempt at using the necessary conventions for a medium but has significant errors or omissions.
- 1 The communication demonstrates little or no attention to the use of the necessary conventions for the medium.

- 0 No judgment can be made.

### **Expresses Ideas Clearly**

- 4 The student clearly and effectively communicates the main idea or theme and provides support that contains rich, vivid, and powerful detail.
- 3 The student clearly communicates the main idea or theme and provides suitable support and detail.
- 2 The student communicates important information but not a clear theme or overall structure.
- 1 The student communicates information as isolated pieces in a random fashion.
- 0 No judgment can be made.

### **Effectively Communicates with Diverse Audiences**

- 4 The student presents information in a style and tone that effectively capitalizes on the audience's level of interest and level of knowledge or understanding.
- 3 The student presents information in a style and tone consistent with the audience's level of knowledge or understanding.
- 2 The student presents information in a style and tone inappropriate for the audience's level of interest or the audience's level of knowledge.
- 1 The student presents information in a style and tone inappropriate for both the audience's level of interest and level of knowledge.
- 0 No judgment can be made.

### **Effectively Communicates for a Variety of Purposes**

- 4 The student clearly communicates a purpose in a highly creative and insightful manner.
- 3 The student uses effective techniques to communicate for a clear purpose.
- 2 The student demonstrates an attempt to communicate for a specific purpose but makes significant errors or omissions.

- 1 The student demonstrates no central purpose in the communication or makes no attempt to articulate a purpose.
- 0 No judgment can be made.

Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VA: Association for Supervision and Curriculum Development. Reproduced with permission.